# CONTENTS

*Number 1, 2000*

**Second Language Acquisition and Writing: A Multidisciplinary Perspective**

*Guest Editors*
Alasdair Archibald and Gaynor C. Jeffery


Editorial: Second Language Acquisition and Writing: A Multi-Disciplinary Approach 1
A. Archibald and G. C. Jeffery

An Approximation to the Study of Backtracking in L2 Writing 13
R. M. Manchón, J. R. de Larios and L. Murphy

Developmental Relationships in the Acquisition of English Syntax: Writing Vs. Speech 37
B. Weissberg

Building Models of Adult Second-Language Writing Instruction 55
A. Cumming and A. Riazi

L2 Writing: Subprocesses, A Model of Formulating and Empirical Findings 73
R. Zimmermann

L2 Writing: A Commentary 101
I. Leki

Second Language Writing: A Few Remarks on Psycholinguistic and Instructional Issues 107
D. Wolff


*Number 2, 2000*


Contextual and Strategic Knowledge in the Acquisition of Design Expertise 113
A. Eteläpelto

Assessment *of*—or *in*—The Zone of Proximal Development 137
L. Allal and G. Pelgrims Ducrey

The Development of Motivational Orientations as a Function of Divergent Reading Careers from Pre-school to the Second Grade 153
J. Lepola, P. Salonen and M. Vauras

Learning, Memorisation and Understanding Among Distance Learners in the South Pacific 179
F. Mugler and R. Landbeck

*Number 3, 2000*

Substituting One Mystery For Another: The Role of Self-explanations in Solving Algebra Word-Problems 203
Y. NEUMAN and B. SCHWARZ

Mental Computation and Conceptual Understanding 221
A. W. BLÖTE, A. S. KLEIN and M. BEISHUIZEN

Marrying Theory Building and the Improvement of School Practice: A Permanent Challenge for Instructional Psychology 249
E. DE CORTE

Investigating How Secondary School Students Learn to Solve Correlational Problems: Quantitative and Qualitative Discourse Approaches to the Development of Self-regulation 267
I. KARASAVVIDIS, J. M. PIETERS and T. PLOMP

Contents Index for Volume 9 (1999) III

Subject Index for Volume 9 (1999) VI

*Number 4, 2000*

Does Motivation Affect Performance Via Persistence? 293
R. VOLLMEYER and F. RHEINBERG

Collaborative Learning Tasks and the Elaboration of Conceptual Knowledge 311
C. VAN BOXTEL, J. VAN DER LINDEN and G. KANSELAAR

When Authentic Experiences are "Enminded" into Disciplinary Genres: Crossing Biographic and Situated Knowledge 331
F. V. TOCHON

Hypothesis Testing in Science: Group Consensus and the Acquisition of Conceptual and Procedural Knowledge 361
C. HOWE, A. TOLMIE, V. DUCHAK-TANNER and C. RATTRAY

*Number 5, 2000*

Learning in Formal and Informal Contexts: Conceptions and Strategies of Aboriginal and Torres Strait Islander University Students 393
G. M. BOULTON-LEWIS, F. MARTON, D. C. LEWIS and L. A. WILSS

Social and Personal Aspects of Self Knowledge: A Balance of Individuality and Belonging 415
L. J. BORNHOLT

Mediated Activity in the Primary Classroom: Girls, Boys and Computers 431
H. FITZPATRICK AND M. HARDMAN

When Does Gender Matter? Interactions During Computer-based Problem Solving 447
J. UNDERWOOD, G. UNDERWOOD and D. WOOD

*Number 6, 2000*

How Gender Influences Learners Working Collaboratively with Science Simulations 463
E. SCANLON

Gender and Social Comparison Effects in Computer-based Problem Solving 483
P. LIGHT, K. LITTLETON, S. BALE, R. JOINER and D. MESSER

Epistemological Understanding in Science Learning: The Consistency of Representations Across Contexts 497
J. LEACH, R. MILLAR, J. RYDER and M.-G. SÉRÉ